

Building Financial Capability: A Planning Guide for Integrated Services

CAP Convention Austin – September 2016

Purpose & Objectives

Purpose:

- Begin planning how your community action agency can provide financial capability services to Head Start parents
- Become familiar with tools in the *Building Financial Capability: A Planning Guide for Integrated Services*

By the end of the session, you will have:

- Reflected on your parent's financial strengths and opportunities, articulated what changes they want in their lives, and identified services that will help bring about that change
- Learned about resources from the Planning Guide that can support your strategic planning
- Identified who in your organization or externally could provide financial capability services to parents
- Articulated your next steps in planning

Planning Guide for Integrated Services



BUILDING FINANCIAL CAPABILITY		A Planning Guide for Integrated Services		MENU
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Decision #1:
What financial
capability
services will we
provide to
clients?

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Decision #2:
Who will deliver
the identified
financial
capability
services to our
target clients?

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Decision #3:
How will the
financial
capability
services be
integrated?



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**Ongoing
Decision:** How
can we
convince key
stakeholders to
support this
work?

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Office of Community Services (OCS)

- OCS partners with states, communities and agencies to reduce the causes of poverty, increase opportunity and economic security of individuals and families and revitalize communities.
- OCS administers 6 social service and community development programs:
 - Assets for Independence
 - Community Economic Development
 - Community Services Block Grant
 - Low Income Home Energy Assistance Program
 - Rural Community Development
 - Social Services Block Grant

Agenda

- Who's in the room?
- Why is HS/EHS a good fit for financial capability services?
- *Activity:* Envisioning what financial security/insecurity looks like for your clients
- What are financial capability services?
- Who can provide these services?
- *Activity:* Develop your own theory of change and identify who can provide services
- Resources and Q&A

Who's in the room?

Raise your hand if:

- ☐ You work for your community action agency's Head Start program.
- ☐ Your community action agency has a Head Start program, but you are not a member of the Head Start staff.
- ☐ Other

Who's in the room?

Raise your hand if:

- ☐ You spend most of your time working directly with clients.
- ☐ You spend most of your time managing programs or staff that work with clients.
- ☐ Other

What does financial security mean to you?

Turn to the person sitting next to you and share:

☐ What does financial security mean to you?

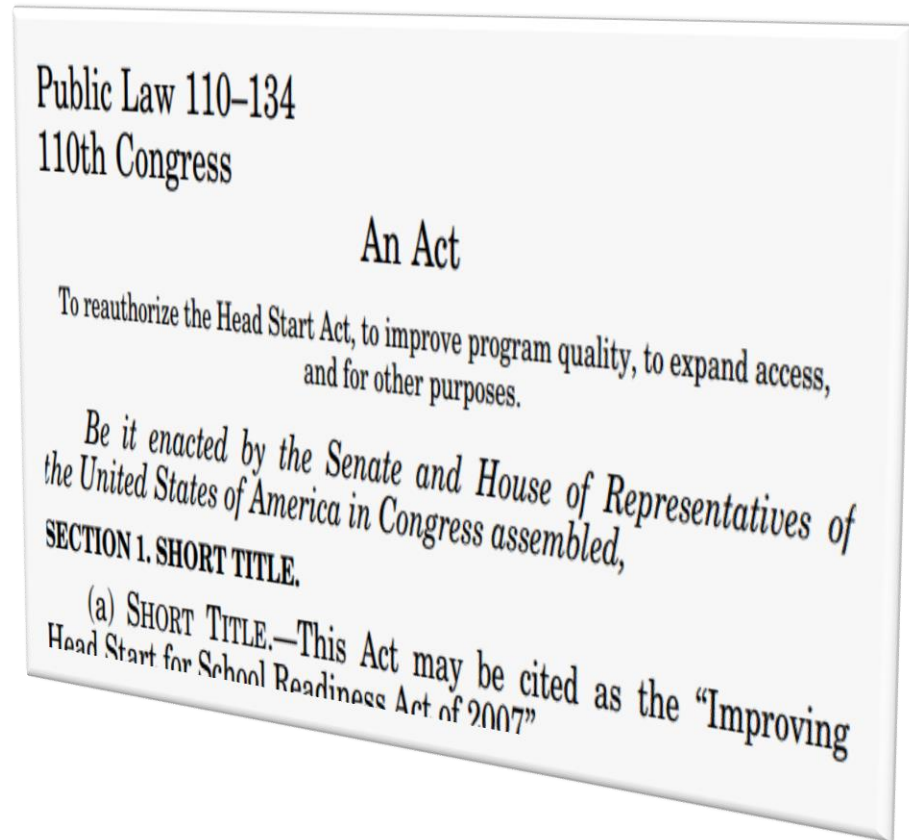
Why is HS/EHS a good fit for financial capability services?

As a War on Poverty program, initiated in 1965, Head Start has long recognized the importance of family financial security on children's learning and development.



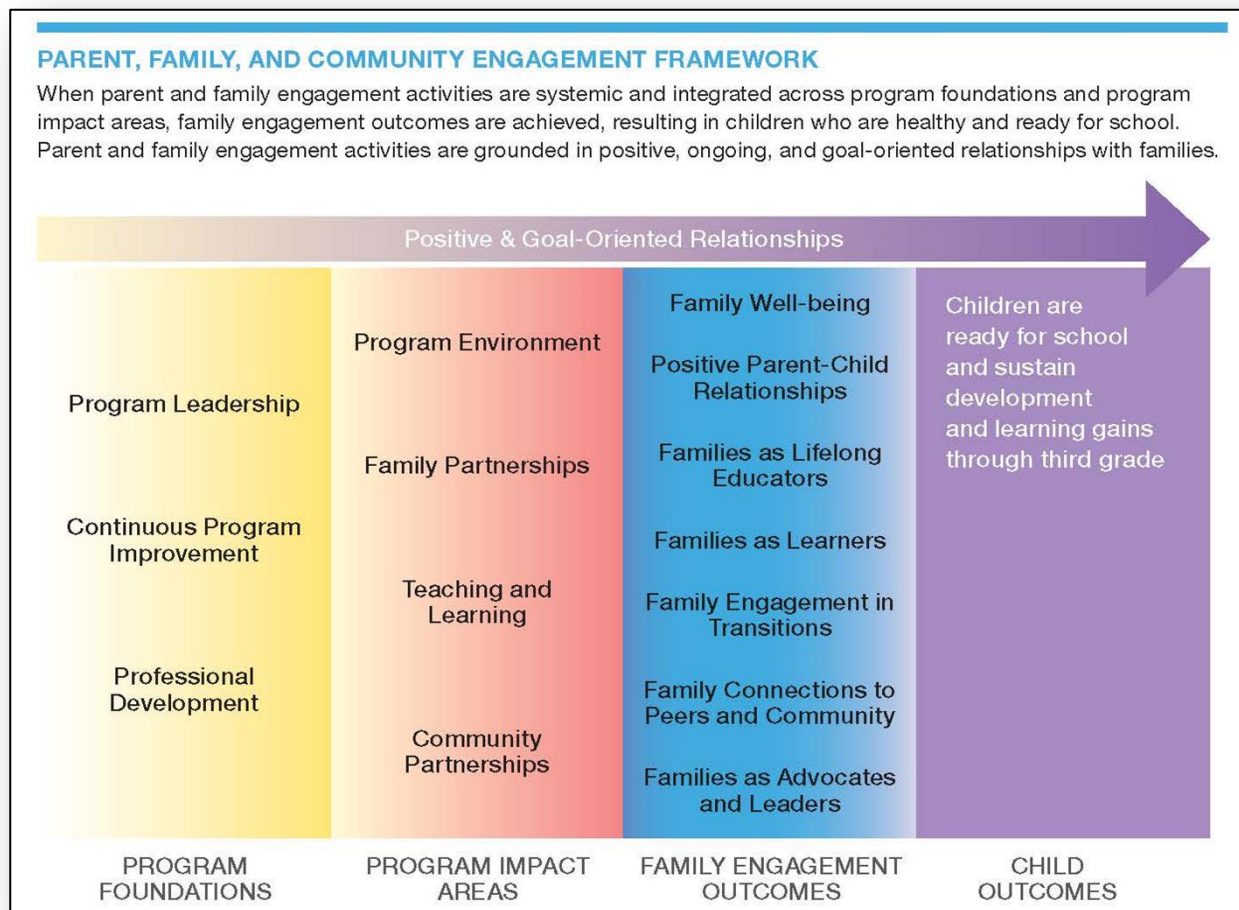
Why is HS/EHS a good fit for financial capability services?

In the Improving Head Start for School Readiness Act of 2007, the definition of “family literacy services” was amended to include “financial literacy.”



Why is HS/EHS a good fit for financial capability services?

In 2011, the Office of Head Start developed an outcomes-based Parent, Family & Community Engagement Framework.



Why is HS/EHS a good fit for financial capability services?

The first of the seven outcomes is family well-being, which is achieved when all “families are safe, healthy and have increased financial security.”

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.

Activity:

What does financial security/insecurity look like for your HS/EHS families?

1. In small groups, take 10 minutes to draw what financial security or insecurity looks like for your families.
2. As a large group, we will discuss what the drawings say about our families' financial lives now and what they aspire them to be like in the future.

What are financial capability services?

Financial Capability

To become financially secure, families need access to services and products beyond financial education. They need increased financial capability: the capacity to manage financial resources effectively.



Dimensions of financial capability



**Money
Management**



**Income
Supports**



**Credit and
Debt**



**Financial
Product &
Services**



**Savings &
Investments**



**Consumer
Protection &
Insurance**

Examples of financial capability services



Money Management

- Financial Education
- Financial Counseling
- Financial Coaching

Income Supports

- Free Tax Preparation Assistance
- Access to Federal and State Benefits

Credit and Debt

- Credit Counseling
- Credit Building

Financial Product & Services

- Access to Safe and Affordable Financial Products

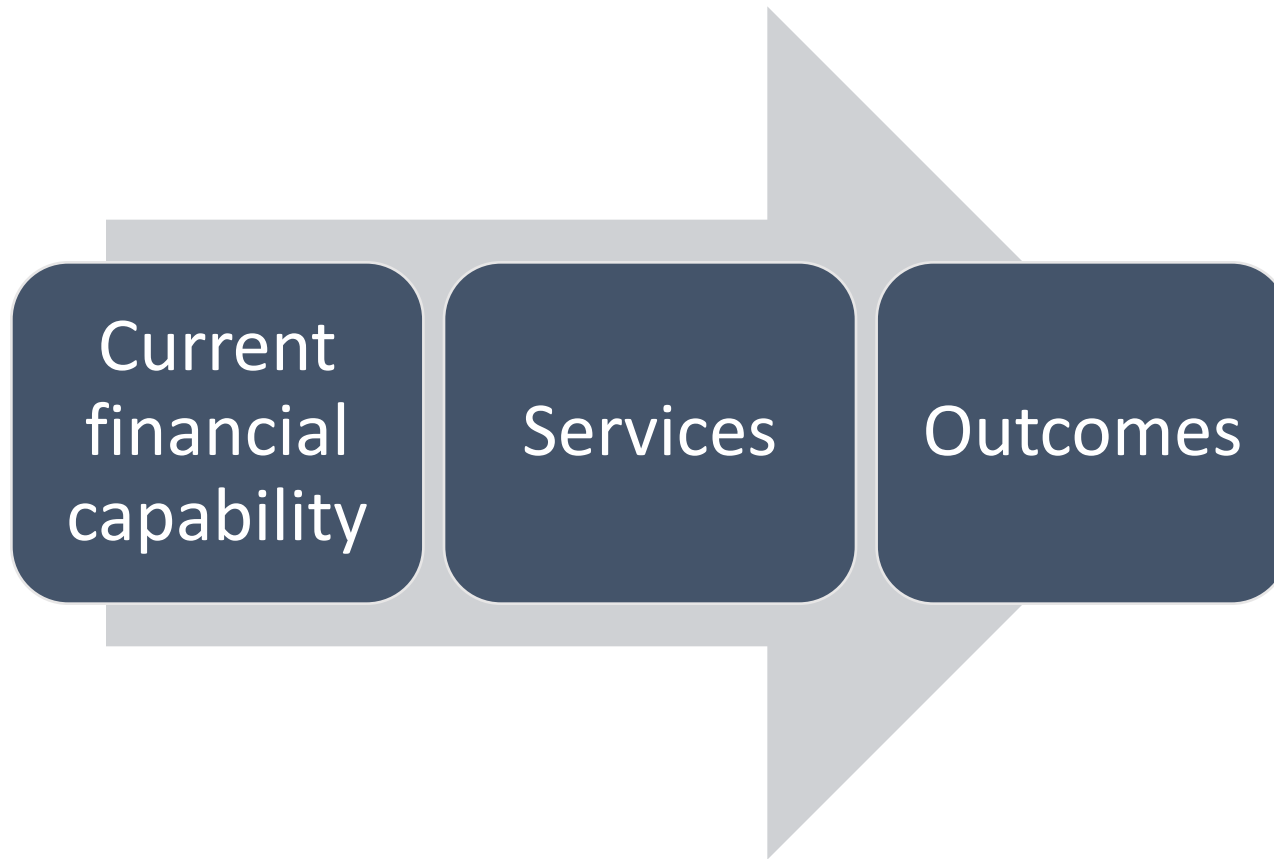
Savings & Investments

- Incentivized Savings Programs
- Asset Ownership Programs

Consumer Protection & Insurance

- Access to Safe and Affordable Financial Products

Theory of Change



Planning Guide Tools: Who can provide financial capability services?

- Tool 1: Clients' Current Financial Capability
- Tool 2: Outcomes that Matter
- Tool 3: Theory of Change

Tool 1: Clients' Current Financial Capability

Topic	Prompting Questions
Money Management <i>The income and expenses that comprise clients' household budget and how they manage this cash flow</i>	<ul style="list-style-type: none"> What do clients need to know or be able to do to better manage their resources? What would they describe as their biggest financial worry or struggle? What are their hopes and dreams related to their financial lives? What are their attitudes and beliefs about money? What has shaped their money management behaviors and attitudes? What does effective money management look like for them? What are their primary sources of income? What are their most common expenses, and how do they manage with them? What are unique expenses for this group? Is their income enough to meet their basic needs?
Income Supports <i>Public benefits (such as Temporary Assistance for Needy Families, SNAP/Food Stamps, child care assistance, transportation assistance) & tax credits (such as Earned Income Tax Credit, Child Tax Credit) that clients receive or could receive</i>	<ul style="list-style-type: none"> What additional public benefits might clients be able to access? What types of tax credits have they received in recent years? What additional information do they need about public benefits and tax credits? How do they file their taxes, and how much do they pay for these services?
Financial Products & Services <i>Whether and how clients use transactional accounts, savings accounts, check-cashing services, rent-to-own services, car loans, and more</i>	<ul style="list-style-type: none"> What financial products and services are in clients' community (or otherwise accessible to them)? What are clients' feelings about and/or experiences with financial institutions? How do they pay bills? What are the typical costs for the products and services they use? How satisfied are they with the products and services they are using?

Credit & Debt <i>Clients' ability to borrow money and amount of money owed (such as mortgages, student loans, credit cards, payday loans or rent-to-own services)</i>	<ul style="list-style-type: none"> What types of credit products are clients using, if any? What are they using them for (e.g., to pay for basic needs, things they want, or to leverage assets)? Are they carrying a debt load? What are the typical sources of that debt? What is the average amount? What is the average cost of this debt (in terms of interest rates, payments and fees)? How are they balancing debt payments with their other bills and expenses? Are there credit products that might be useful for them now or in the future? What are their biggest challenges with respect to accessing and using credit resources?
Savings & Investments <i>Money clients have set aside for future use and assets they own (such as a home, small business, postsecondary education)</i>	<ul style="list-style-type: none"> What do clients' savings habits look like? How do they feel about their current savings habits? What are they saving for? What would they like to save for? What prevents them from saving? What assets (e.g., a home, business, car, college education) do they own? What assets do they want to acquire, and what are their barriers to acquiring those assets? How do they use public incentives (such as tax deductions, down payment assistance, matched savings accounts, or Pell Grants) to purchase assets? What are they using them for (e.g., to pay for basic needs, things they want, or to leverage assets)? Are they carrying a debt load? What are the typical sources of that debt? What is the average amount? What is the average cost of this debt (in terms of interest rates, payments and fees)? How are they balancing debt payments with their other bills and expenses? Are there credit products that might be useful for them now or in the future? What are their biggest challenges with respect to accessing and using credit resources?
Consumer Protection & Insurance <i>Clients' knowledge about and usage of predatory services; insurance products (such as medical, dental, car, homeowner's, renter's, or life insurance) they have or could use</i>	<ul style="list-style-type: none"> What do they feel they need to protect? What types of insurance do they have? What does their insurance typically cost? What are the challenges to acquiring or maintaining insurance? What other ways do members of this population protect their resources? What type of consumer protections might be useful to them?

Tool 2: Outcomes that Matter

Program Clients' Current Financial Capability (From Tool 1, Part B) List the program into which you will integrate financial capability, and summarize the findings from your client analysis.	Target Outcomes List financial capability outcomes that would represent an improved result for these clients. <i>*Use an asterisk to denote any outcomes you already track in your work.</i>
<p><i>Target Program:</i> <i>Head Start (programming for parents)</i></p> <p><i>Clients' Priority Financial Issues:</i></p> <ul style="list-style-type: none"><i>• Paying off debt is a priority so it isn't draining their monthly income.</i><i>• Want to improve their credit so they have more housing and job options, and more credit product options for when they're ready to buy a car or house, or pursue postsecondary education.</i><i>• Want to learn more about free tax filing options and available tax credits.</i><i>• Having enough money for basic needs from month-to-month and during months when their expenses are a lot higher (summer, back-to-school, holidays) is a challenge.</i>	<ul style="list-style-type: none"><i>• Know how to access, read, and understand their credit reports.</i><i>• Are confident that they can reduce debt.</i><i>• Access their credit reports.</i><i>• Improve their credit scores.</i><i>• Have reduced levels of debt.</i><i>• Consistently use a cooling-off period before taking on debt.</i><i>• Have fewer debts past due.</i><i>• Know about free tax preparation options.</i><i>• File their taxes for free.</i><i>• Have decreased costs of tax filing.</i><i>• Have increased income through tax credits and refunds.</i>

Tool 3: Theory of Change



HOPE
COMMUNITY
EXAMPLE

TOOL 3, PART A: The Theory of Change

TARGET PROGRAM

Head Start (programming for parents)



Clients' Financial
CAPABILITY
TOOL 1

Financial Capability
SERVICES
TOOL 3

Financial
Capability
OUTCOMES
TOOL 2

Here too with Tool 3, Nicole and her team from HCAA completed two Theories of Change, one for each target program. Here's the version for Head Start parents.

- *Paying off debt is a priority so it isn't draining their monthly income.*
- *Want to improve their credit so they have more housing and job options, and more credit product options for when they're ready to buy a car or house, or pursue postsecondary education.*
- *Want to learn more about free tax filing options and available tax credits.*
- *Having enough money to meet basic needs from month-to-month and during months when their expenses are a lot higher (summer, back-to-school, holidays) is a challenge.*

- *Credit counseling*
- *Free tax preparation assistance*

- *Know how to access, read, and understand their credit reports.*
- *Are confident that they can reduce their debt.*
- *Access their credit reports.*
- *Improve their credit scores.*
- *Have reduced levels of debt.*
- *Consistently use a cooling-off period before taking on debt.*
- *Have fewer debts past due.*
- *Know about free tax preparation options.*
- *File their taxes for free.*
- *Have decreased costs of tax filing.*
- *Have increased income through tax credits and refunds.*

Who can provide financial capability services?

Ways to provide these services



Group Brainstorm

Who can provide the financial capability services identified in our Theory of Change?

Referral or partnership ideas

- United Ways
- Credit Unions
- Other financial institutions
- Assets & Opportunity Network members
- Other ideas?

Planning Guide Tools: Referrals & Partnerships

- Tool 5: Inventory of Community Service Providers
- Tool 6: Assessing External Partners
- Tool 9: The Referral Plan

Tool 5: Inventory of Service Providers

Organization Name	Contact Person & Info.	Staff Assigned to Conduct Assessment	Existing Relationship(s) with Your Organization	Additional Notes
Access to Safe and Affordable Financial Products – Access to or encouraging the use of financial products that are low-cost, convenient, and transparent				
<i>T&G Savings Bank</i>	<i>Al Moreno 555-9938 amoreno@email.com</i>	<i>Crystal Robinson by Oct. 31</i>	<i>Has supported youth job fairs in the past</i>	<i>Offers a special program for youth opening accounts</i>
<i>Fairview Community Credit Union</i>	<i>Rosie Lee 555-0092 rlee@email.com</i>	<i>Crystal Robinson by Oct. 31</i>	<i>None</i>	<i>Down the block from building; convenience may be valuable</i>
Free Tax Preparation Assistance – Volunteer Income Tax Assistance (VITA) or Tax Counseling for the Elderly (TCE) programs; often includes promoting the Earned Income Tax Credit (EITC)				
<i>Fairview Tax Assistance (FTA)</i>	<i>Chris Jefferson 555-0387 cjefferson@email.com</i>	<i>Crystal Robinson by Oct. 31</i>	<i>None</i>	
<i>Fairview City Banking Department</i>	<i>James Morris 555-1176 jmorris@email.com</i>	<i>Crystal Robinson by Oct. 31</i>	<i>On local coalition together</i>	
<i>Food Bank of Greater Fairview</i>	<i>Monica Martin 555-7185 mmartin@email.com</i>	<i>Crystal Robinson by Oct. 31</i>	<i>Has worked with HCAA on other programs, but not tax prep</i>	

Tool 6: Assessing External Partners

- Questions assessing “**parent fit**”
 - For example: Are you parents eligible for the service? Do they meet the characteristics the other program is looking for?
- Questions assessing “**parent access**”
 - For example: Are the services available in a location that would be accessible for parents?
- Questions assessing “**organizational capacity**”
 - For example: Can the organization take on more clients?

Tool 9: Referral Plan

Screen

- Who is eligible?
- Who is the target client?
- How many additional clients can the referral-receiving organization take on?

Prepare

- What should the client expect?
- What paperwork do they need to bring?
- How long will the appointment take?

Connect

- Who should staff contact at the referral-receiving org?
- Who should clients contact?
- What is the best way to connect (e.g., phone, email, etc.)?

Support

- How can each organization support the client after the referral?
- How the organizations communicate?

Creating Your Own Theory of Change & Identifying Who Can Provide Services

Activity:

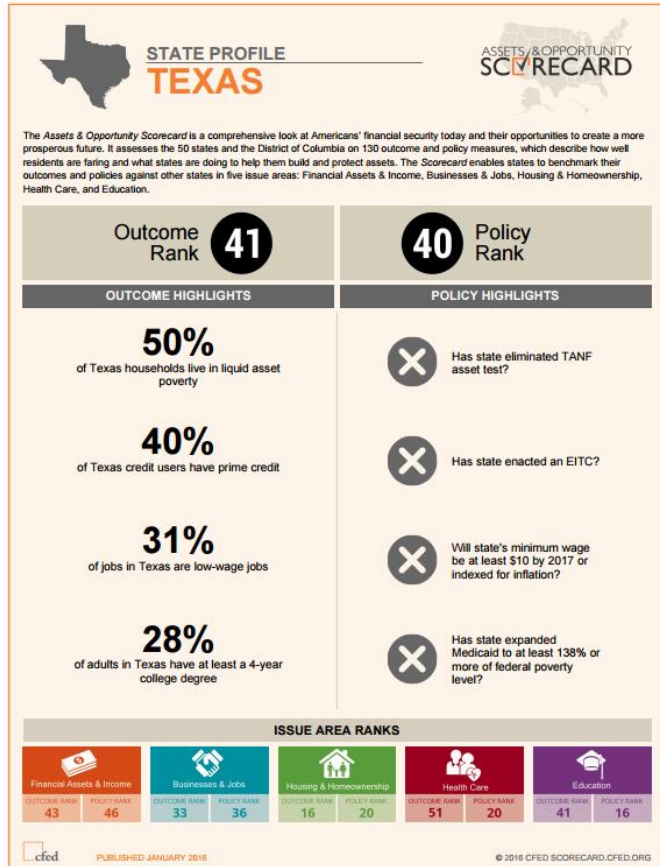
Create your own theory of change & identify who can provide services.

1. Individually, take 5 minutes to complete one row of the theory of change worksheet.
2. I'll ask for 2-3 volunteers to share their plans.

Theory of Change / Who can Provide Services				
What does parents' current financial capability look like?	What outcomes would demonstrate an improvement in parents' financial lives?	Which financial capability services would help your parents achieve these outcomes?	Who can provide this service?	Next steps
<i>Example: Parents dream of buying a home one day, but they don't have access to credit.</i>	<i>Example:</i> <ul style="list-style-type: none"> • Short-term: All parents access and analyze their credit reports. • Medium-term: Parents dispute errors on credit reports. • Long-term: Parents credit scores improve. 	<i>Example:</i> <ul style="list-style-type: none"> • Conduct a financial education workshop on credit. • With parents, pull free credit reports. 	<i>Example: Local credit union can conduct workshop on credit and teach staff to pull credit reports with parents.</i>	<i>Example: Set up an appointment with the local credit union to talk about partnering.</i>

Resources

Assets & Opportunity Scorecard



- Case-making data for all 50 states and DC
- Over 100 outcome & policy measures across 5 issue areas:
 - Financial Assets & Income
 - Business & Jobs
 - Housing & Homeownership
 - Health Care
 - Education
- Downloadable state profiles available at: assetsandopportunity.org/scorecard*

*See “Custom Reports & Graphics” under “Resources”

Financial Capability Resources for Head Start

Guides and Briefs:

- *Building Financial Capability: A Planning Guide for Integrated Services:* https://www.acf.hhs.gov/sites/default/files/ocs/afi_resource_guide_building_financial_capability_final.pdf
- *Increasing Family Well Being through Increased Financial Security:* <http://edlkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/increasing-financial-security.pdf>
- *Strategies for Increasing Parent Participation in Financial Education Activities:* <http://edlkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/increasing-parent-participation.pdf>
- *Family Service Workers and Financial Empowerment: Steps and Resources:* <http://edlkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/steps-resources.pdf>

Assets & Opportunity Network

The national Assets & Opportunity Network is a movement-oriented group of advocates, practitioners, policymakers and others working to expand the reach and deepen the impact of asset-based strategies. Network members are on the frontlines of advocacy, coalition-building and service delivery. The Network includes 86 Lead State & Local Leaders who are administering asset-building programs or advocating for asset-building policies. If you are unsure about where to go for resources, you can reach out to a local Assets & Opportunity Network Leader. To find a Leader, visit http://assetsandopportunity.org/network/network_leaders.

Financial Education Resources for Adults and Children

- Kansas Head Start Association developed a curricula crosswalk assessing parent and youth financial education curricula: <https://www.ksheadstart.org/financial-literacy/curricula-crosswalk>.
- Minnesota's Head Start/Early Head Start Financial Education Tools: http://www.helpmnsave.org/index.asp?Type=B_BASIC&SEC=%7B6D6B12CE-0515-4431-A42F-26FD09B100E9%7D
- Massachusetts Early Education Financial Education Toolkit: www.fle.mass.gov
- *Consumer Financial Protection Bureau's Your Money, Your Goals toolkit* (<http://www.consumerfinance.gov/your-money-your-goals>) is a comprehensive toolkit was specifically created to help service providers connect clients to information and resources to achieve their financial goals.
- National Endowment for Financial Education (www.nefe.org) offers financial education resources for youth and adults, including educator materials.

Financial Counseling

The Association for Financial Counseling, Planning & Education (www.members.afcpe.org/search) is a non-profit, international, professional membership organization dedicated to improving personal financial management education, training, and certification of financial counselors, educators, coaches and other related practitioners. AFCPE trains professionals to guide clients through a holistic counseling on financial education.

Financial Coaching

Financial coaching trainings offered by the University of Wisconsin-Extension, Central New Mexico Community College, Financial Clinic, Institute of Coaching, NeighborWorks America and Sage Financial Solutions. For more information, visit: <http://fyi.uwex.edu/financialcoaching/trainingopportunities>. Online financial coaching resources available at My Budget Coach (<https://www.mybudgetcoach.org>) and Change Machine (<https://change-machine.org>).

Credit Counseling

National Federal for Credit Counseling (<https://www.nfcc.org/agency-locator/>) is the nation's largest and longest-serving nonprofit financial counseling organization. The NFCC member network consists of community-based office locations in all 50 states and Puerto Rico. Every NFCC member agency is accredited by the Council on Accreditation (COA) to ensure the highest standards are maintained as a nonprofit financial counseling agency. COA is an independent, third party, nonprofit accrediting organization. Every NFCC member agency must be re-accredited by COA every four years.

Credit Building

Asset Platform.org maintains a search tool that allows you to search for credit builder products, as well as alternative pay loans and micro loans. You have to register to use AssetPlatform.org, but it is free to register.

Financial Services & Products

Bank On programs (www.joinbankon.org) are locally-led coalitions that are trying to increase access to safe & affordable financial services and products for the underbanked. Although Bank On programs only exist in certain localities, it can be a starting point for finding financial institutions that are offering second chance accounts or safer, more affordable products.

Free Tax Preparation

Volunteer Income Tax Assistance sites are located across the country. At these sites, IRS-certified volunteers prepare the taxes for individuals who have a gross annual income less than about \$53,000. The IRS maintains an online program locator on their website: <http://irs.treasury.gov/freetaxprep>.

Access to state and federal benefits

Benefits.gov is the official benefits website of the US government to screen clients for benefits. Benefit Bank is an online service developed for community-based and social service agencies by a group called Solutions for Progress. The Benefit Bank has sites in Florida, Indiana, Kansas, Mississippi, Ohio, North Carolina, Pennsylvania, South Carolina, and Texas. Finally, ~~BenefitsCheckUp~~ is a free service of the National Council on Aging.

Incentivized Savings Programs

Incentivized savings programs include matched savings for adults as well as children's savings. The Assets for Independence Program (www.idaresources.org) maintains a directory of all federal grantees administering IDA programs, and CFED maintains a directory of states with children savings programs (<http://cfed.org/programs/csa/directory>).

Asset Ownership Programs

Asset ownership programs can be offered by a variety of groups, but you can start by looking for HUD-approved housing counseling agencies to support families on housing issues and SBA District offices for entrepreneurs looking to develop a business plan or seeking out other support.

Head Start Briefs

Increasing Family Financial Security through Financial Capability Activities

Family Well-Being and Financial Security Resource Series

Financial security is important for both parents and children to thrive and succeed. Financial security refers to having control over day-to-day and month-to-month finances, being able to deal with a major financial setback, being on track to meet one's financial goals, avoiding repeated financial crises, and having the ability to make the choices that allow one to enjoy life.

This document is part of a series of resources focused on increasing family well-being and financial security through financial capability strategies.

As a War on Poverty program, initiated in 1965, Head Start has long recognized the influence of family financial security on children's learning and development. In the Improving Head Start for School Readiness Act of 2007, the definition of "family literacy services" was amended to include "financial literacy." In 2011, the Office of Head Start developed an outcomes-based Parent, Family, and Community Engagement Framework. The first of the seven outcomes is family well-being, which is achieved when all "families are safe, healthy, and have increased financial security." Recognizing that financial literacy activities alone will not achieve family financial well-being, the Office of Head Start encourages programs to use strategies and provide services that build and support financial security.

Overview

This document describes a broader set of strategies known as financial capability activities—which include but are not limited to financial education—that Head Start and Early Head Start (HSEHS) programs can use to help families build financial security. The document covers four topics:

1. Why do family savings matter for child outcomes?
2. What is financial capability and how does it impact financial security?
3. How can HSEHS programs support families in building their financial security?
4. What resources are available to learn more?



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Strategies for Increasing Parent Participation in Financial Education Activities

Family Well-Being and Financial Security Resource Series

Many Head Start and Early Head Start (HSEHS) families struggle to make ends meet. Many HSEHS programs can and do provide financial education to leverage the resourcefulness of parents and support families with day-to-day financial decisions. Financial education may be offered through community

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partnerships, and it can be led by agency staff or integrated into one-on-one family partnership work with families. This tip sheet provides strategies for improving financial education so that it is most effective in meeting families' interests, needs, and goals. The tips are organized across three main themes: (1) Tailoring Activities to Parents' Needs, (2) Supporting Family Connections to Peers and Community, and (3) Using Technology, Incentives, and Marketing to Engage Families.

Tailor Activities to Parents' Needs

- Ensure that the learning opportunities are engaging and relevant. Research on adult learning finds that adults are most interested in learning that relates to their job or personal life.¹ Using case studies, role playing, simulations, and self-evaluation during learning events helps adults draw on their own experiences and solve financial challenges in real time. This is likely to be more successful than lessons taught in a traditional lecture format.

Like all learners, adult learners have different styles for understanding information—visual, auditory, tactile, and verbal. Unlike other learners, however, adult learners are likely to be more set in their style, so it is important to use varying methods to reach participants. It is also helpful to incorporate time for quiet thinking so participants have an opportunity for self-reflection.

- Keep the content of financial education activities relevant to parents. Content related to budgeting for expenses associated with having a young child, such as clothing, diapers, food, and birthday/holiday celebrations, will be relevant to all HSEHS parents.
- Linking financial education topics to calendar events is another way to make content relevant. For example, during tax time, you could offer a workshop that covers information on the Earned Income Tax Credit for low-income workers. You can let parents know where they can go to get their taxes prepared for free and provide ideas on how to use tax refunds—e.g., spend some, save some, and pay down some debts. As a new school year approaches, you could talk about the importance of developing a

¹ Knowles, M. S. et al. (1994). *Andragogy in Action: Applying Modern Principles of Adult Education*. San Francisco: Jossey-Bass. Accessed via <http://www2.southeastern.edu/Academics/Faculty/nadams/etec6308665/Knowles.html>.

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Family Service Workers and Financial Empowerment: Steps and Resources

Family Well-Being and Financial Security Resource Series

Many Head Start and Early Head Start (HSEHS) families struggle to make ends meet. HSEHS family service workers, homesteaders, and other key staff can play a critical role in providing the information and support families need to pay down debt, repair credit, make the most of a limited income, and, in some cases, begin saving for the future. It can be challenging, however, for HSEHS programs to know where to start when they want to build staff knowledge and skills in these areas. This tip sheet outlines a process for getting started and provides additional resources for staff and families.

This document is part of a series of resources focusing on increasing family well-being and financial security through financial capability strategies.

Overview

Building staff capacity to support families in increasing their financial security is a four-part process:

- 1) Assess your staff's training needs and level of comfort talking with parents about financial topics.
- 2) Train staff on key financial topics and community resources; this can be beneficial both for staff members themselves and for families in the HSEHS community.
- 3) Equip staff with tools and materials that can help guide their conversations with parents.
- 4) Provide skills-based training in coaching strategies that will help staff ask the right questions, set goals with parents, and support parents in working toward their goals.

Step 1: Assess staff training needs

- Survey and/or conduct focus groups with family service workers, homesteaders, and other key staff. Identify areas where staff need support managing their own finances, and ask staff which financial topics they feel comfortable addressing with parents and topics about which they feel they need to learn more. Via a survey or focus groups, ask open-ended questions to encourage staff to reflect on their comfort with financial topics. Through a survey, you can ask questions that allow staff to score their comfort level from one to five, for example, on a variety of financial topics. A sample survey that can be adapted for your program is included in the Appendix. You can use free online survey tools, such as Survey Monkey (www.surveymonkey.com), to create your own surveys.

The Importance of Maintaining Confidentiality

When engaging staff and families on financial topics, it is critical to assure them that any personal information discussed will remain confidential. Families and staff need to feel nurtured and protected in disclosing their financial information.

- Analyze the results. Compile and analyze the survey results in order to develop an assessment of staff training needs. Online survey tools, such as Survey Monkey, can compile results for you.

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Questions?

❑ Questions about the Planning Guide?

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❑ General Questions:

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